



Student Wellbeing Policy

Rationale

At school everyone should be treated respectfully, every person needs to feel safe and secure and students need an environment that supports their learning, personal growth and positive self-esteem.

Successful learning is, to a large extent, dependent on the quality of the learning environment and it is the human relationships in St. Joseph's school, based on Gospel values, that most impact on the quality of this environment. Students will find it difficult to engage with learning programs if they are distracted by significant physical, social or emotional issues. The student wellbeing policy therefore, is concerned with all that impacts on a student's capacity to be a learner and to achieve.

Purpose

The purpose of this policy is:

- To maintain in our school positive, tolerant and respectful relationships where students take responsibility for their behaviour and where, in partnership the school and parents support student learning, personal growth and positive self-esteem.
- To maintain a safe, positive and caring school environment
- To create a culture where mutual responsibility taken by students, staff, parents for achieving a high standard of student wellbeing
- To build positive relationships between teachers, students and parents
- Rights and responsibilities known, respected and protected
- Clear expectations for student behaviour and how the school responds to student misbehaviour
- To use co-operative and restorative approaches to resolving conflict
- To ensure that effective management of instances of student misbehavior occur
- That there is regular professional dialogue amongst staff concerning their role and the wellbeing of students

Implementation

Strategy - Key Elements

1.. The Learning Program

The Victorian Essential Learning Standards clearly sets out for schools the scope of learning students need access to as they are to mature into adults. Learning programs aligned with the VELS strand of 'Physical, Personal and Social Learning' will form the cornerstone of the school's approach to student wellbeing. In this VELS strand, the essential knowledge, skills and behaviours students need are described in the four domains of Health and Physical Education, Interpersonal Development, Personal Learning, and Civics and Citizenship

2. Relationships

It is important for all children to establish meaningful relationships with peers, class teacher, other students and staff. In the school's daily life, the ways in which people interact with each other impacts significantly on each person's sense of self worth, belonging and wellbeing. The fostering of high quality, positive interpersonal relationships among staff, students, and parents is a responsibility shared by everyone.

3. Expectations

To develop and sustain a motivated learning community where students experience success on a regular basis, expectations for students need to be clearly defined and consistently adhered to.

4. Specialist Support

Student Wellbeing is serviced by two linked but different services, Student Support and Special Education. These two services provide staff and students with the support needed to meet the individual needs of students. Student Support takes a focus on assisting staff to meet the behavioural,

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emotional and social needs of all students, and Special Education takes the focus on students with special and particular learning needs.



Specific Strategies

Strategies that our school is committed to developing to assist in nurturing an effective whole-school behaviour management system include:-

- Positive Student-Student Relationships
- A Whole-school Approach
- Anti-bullying Strategy
- Embedded Social Skills
- Positive Involvement with Parents
- Positive Student-Teacher Relationships
- Strong Staff Collaboration
- Values Education focusing in particular on respect, compassion, cooperation and friendliness
- Student Leadership and Ownership
- Community Service Opportunities
- Fun and humour
- School Pride and High Expectations

Evaluation

This policy will be reviewed as part of the school's five-year review cycle or as required.